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Next month we shall take the equator as the region of the greatest heat and study the winds of the earth, especially those of Eurasia.

NOTE.—The outline for the sixth grade for December will be completed in January. The usual outline for this grade is, therefore, omitted from this number.

SEVENTH GRADE.

NOTT WILLIAM FLINT.

REVIEW FOR NOVEMBER.

NATURE STUDY.

THE outline for this work—how animals spend the winter—appeared in the December number of the *ELEMENTARY SCHOOL TEACHER AND COURSE OF STUDY*. This review for November covers also part of December:

We approached the subject from the point of view of the season—a class discussion of the restrictions winter lays upon all life. Each child was asked to write a paper overnight on how some animals, or some one animal, he knew about, prepares for and spends the winter. Out of the class of fourteen, two forgot to write at all, one wrote about the human animal, and eleven about wild animals. Of these latter, the bear and the squirrel were favorites. Not a word, however, was said about insects, birds, batrachians, and fishes. From these papers, read aloud in class, we drew out and noted these facts: Some animals change their clothing and heat their houses; some store up food and lie close; and some sleep through all or a part of the winter. When questioned about the birds, the children objected that they had not thought of birds as animals; further, they knew, they said, that birds always go south. About the insects they kept silence, apparently because, owing to the winter habits of these creatures, they knew nothing of them.

To find out about insects, the class took a field trip into near-by vacant lots, and found and brought back larvæ and insects of various kinds. These they had discovered in the interstices and between the bark and the boles of trees; on the under side of stones, bricks, turf, and bits of wood; in the branches of trees and beneath the matted grasses. Being now satisfied as to how, in general, “bugs” get through the cold weather, each child wrote up his account in a short paper, and painted a picture showing the winter home of some particular insect.

As to the birds, however, the method of direct observation could not be used; the class must get its experience at second-hand. So the teacher got from the library fourteen different books about birds. Then, in a class discussion, he drew out seven questions which the children thought must be answered if they were to know about the winter habits of birds: (1) What is

migration? (2) What causes birds to migrate? (3) How do birds find their way when migrating? (4) What birds migrate? (5) When do birds migrate? (6) Do all birds migrate? (7) What birds stay at home? It may be said here, by the way, that in hammering out these questions and in wording them the class fell into dispute as to the difference in meaning between the words "migrate" and "migration." The three succeeding recitations were given up to a review of the parts of speech; the children made definitions of the terms used, and then endeavored to distinguish the parts of speech in one student's theme written on the board.

Then, going back to their subject, the class members wrote the questions out, giving each a place to itself in their notebooks. At this point the teacher told the class that he would give each member every day a different library book about birds, that somewhere in the book there was specific information on at least one of the seven questions, and that each student must find that information for himself, enter it under the proper heading in his notebook, and keep the references to page and author. When asked how they would set about such work, two of the class said they would use the index, eight would use the table of contents, and two thought they would just turn over the pages till they found what they wanted.

The books were given out and changed each day. At the end of nine or ten days the teacher gathered in the notebooks. Nine children had their seven pages filled with notes and references, two had done about half as much, and two more had done practically nothing.

We then discussed, or tried to discuss, the various findings in class, but there was so great a conflict of opinion, backed up by authorities, that the discussion inevitably became uproar. So we wrote all the different answers to one question, "What causes birds to migrate?" on the board. The list read: (1) Desire to go to a warmer climate; (2) instinct; (3) lack of food; (4) cold and a lack of food; (5) inherited habit; (6) continuation of a habit formed during the glacial period of North America. The possible superiority of one authority over another the children had no conception of—each answer they had found in a book, and to them one book was as good as another. The class suggested a way to choose among these six answers: it was quite satisfied to adopt that answer which had back of it the greatest number of authorities. One boy, however, noticed that some of the answers overlapped in meaning, and then the class fell to scrutinizing more closely the whole list.

After a slight analysis and a consultation of the dictionary, they all decided that "instinct" and "inherited habit" were too names for the same thing. Also, they saw clearly enough that, if a habit of migration had been formed in birds during the glacial period by the seasonal movement back and forth of the ice-sheet, practically the same seasonal conditions exist now. Lack of food, they finally said, would be the most compelling cause of migration, although they saw and pointed out that lack of food for the birds was

caused by the cold weather and the snow. And so the class worked out a common unity for itself in this matter, and agreed that the underlying cause of migration is a change in temperature.

The teacher then asked the children to write up their notes into five paragraphs, taking as a subject for each paragraph one of the five questions. It needs to be said here that all the answers to questions four, five, and six were mere lists of birds, together with their seasons of migration, copied out of the various books; so these had by now been made into one question. This work, however, the children did as a very heavy chore, for they felt that, so far as they were concerned, these questions were quite settled; and the desire to get their notes into presentable literary form was not to them just here a keen desire. They saw in it nothing more than an exercise set by the teacher, and as such they did it.

About this time the grade was due to give a morning exercise for the benefit of the whole school. After talking the matter over, the class decided to present some of the things it had learned about birds. Two considerations guided them: they wanted to be interesting, and they wanted to do something which the kindergarten children could understand; they felt that too many of the exercises went far above the heads of the little children. So they determined that each member of the class should represent some bird—a bird which could be had from the shelves of the school museum—tell a few significant facts about this bird, or perhaps a story, and then ask the kindergarten, or some one of the lower grades, to guess what bird. The bird itself was then to be exhibited to the whole school. Here was a chance for the teacher of English. The children were quite willing to write and rewrite what they were to say in morning exercise, for here they had, strong in their minds, the necessities of their audience.

It had been planned to have as oral reading on this subject Seton-Thompson's "Redruff," from *Wild Animals I Have Known*, and Longfellow's "The Birds of Killingworth," but "Redruff," and the other piecemeal reading they had, proved as much as the class could do in the time.

SEVENTH GRADE.

(FRANCIS W. PARKER SCHOOL.)

HENRY T. MORTENSEN.

OUTLINE AND REVIEW FOR FIRST QUARTER.

UP to this time nothing has been printed concerning the work of the seventh grade in the Francis W. Parker School. Much of the work in the different subjects centers upon the arts of bookbinding and printing, as does that of the seventh grade